

**Intercultural Encounters:
Through an Anthropological Lens**

Dr. Anat Hecht

Course Number: 702.2967

Office Hours: Wed. 12:00 - 13:00 [By App.]

Class Time: Mondays, 12:00 - 15:00

Office Phone: +972-4-824-9693

Class Location: Room 572, Main Building

E-Mail: students.hecht@gmail.com

Course Description

In an increasingly mobile and cosmopolitan world, intercultural encounters play a significant role. Israel in general, and Haifa in particular offer a unique opportunity to explore and experience such encounters at first hand. The course introduces students to the field of intercultural encounters from an Anthropological perspective. The sessions address a verity of theoretical and methodological issues, such as: cultural diversity, identity and belonging, interculturality, self and other, sameness and difference, tolerance, conflict and dialogue; accompanied by the art and craft of qualitative research, from ethnography, material culture and narrative analysis to in-depth interviewing.

Special emphasis is consequently placed upon the qualitative study of intercultural encounters and identities within an overall ethnographic framework, which merges both narrative analysis and material culture exploration. The weekly sessions will be accompanied by several selected readings, movie-clips, photos and other means of enhancing class presentations and discussions. However, the main emphasis will be on the “hands-on” experience and practice of *doing* qualitative research, rather than merely reading about it on a theoretical level. Students will therefore be expected to complete a series of practical, ethnographic exercises and small-scale research assignments, as well as share their experiences in class.

Course Requirements (Overview)

- Weekly Reading & Written Response Notes.
- Research Assignments & Ethnographic Exercises.
- Active Class Participation & Critical Reading / Viewing.
- Mid-Term Paper & Classroom Oral Presentation (Power-Point).
- Final Term Paper (Individual, In-Depth Interviewing & Analysis).

Final Grade Distribution (Overview)

- Written Response Notes 10%
- Research Assignments & Ethnographic Exercises 20%
- Mid-Term Paper & Classroom Power-Point Presentation 30%
- Final Term Paper (Individual, In-Depth Interviewing & Analysis) 40%

Course Requirements & Assignments

The course is designed as an interactive, “hands-on” seminar and therefore requires students’ participation in assignments and class discussions. This entails responding to the course readings, lectures, presentations, movie-clips and other viewed materials, as well as sharing experiences of ethnographic exercises and research assignments with their fellow classmates.

Consequently, students are required to submit weekly response notes for each text we review. This includes choosing and transcribing three sentences, or paragraphs (in their entirety) that you consider particularly significant to understanding the issues being discussed that week in class. After each quote, write a short response, stating what is important about the passage you choose, and in what way was it meaningful for you, both academically and personally, in terms of the critical thoughts and intellectual / cultural / emotional responses it evoked.

In addition, students are required to submit written accounts of their ethnographic exercises and small-scale research assignments, as well as share these experiences in class.

The response notes and research assignments will not be corrected for grammar, spelling, etc., nor will they be graded. However, students will receive constructive comments on notes and, in particular, on the ethnographic exercises they present in class. All response notes, research assignments and ethnographic exercises must be submitted (via email) the day before we discuss these specific texts or assignments in class. These jointly constitute 30% of the overall grade. Points will be deducted for notes, exercises and assignments that are handed in late, or not at all.

Students are further required to submit a written mid-term paper (either individually or in pairs), which will summarize and demonstrate the theoretical readings, as well as the practical aspects discussed and experienced thus far. The written paper will be submitted (via email) and presented in class, as a power-point presentation. This constitutes an additional 30% of the overall grade.

The most crucial component is the final, individual term paper, which constitutes 40% of the overall grade. The paper will be based on conducting, transcribing, and analyzing five in-depth, life-story interviews, reflecting informants’ intercultural encounters, experiences and identity. The final paper must be submitted (via email) by the last day of term.

All of the obligatory reading materials (as well as some of the recommended reading) will be scanned for your use and available online, as part of the course’s website on Moodle. Copies of books and articles will also be available at the University’s library. An extensive syllabus, incorporating a week-by-week session summary, weekly required and recommend reading and detailed, ethnographic exercises and research assignments, will also be available on the course’s website, prior to the beginning of the Spring Term.

Reading Materials, By Theme

Identity, Diversity & Intercultural Encounters

Required Reading

1. Brown, Lorraine. (2009) "The Transformative Power of The International Sojourn: An Ethnographic Study of The International Student Experience". *Annals of Tourism Research*, Volume 36, Issue 3, Pages: 502-521, July 2009.
2. Burke, Peter J. & Stets, Jan E. (2009). *Identity Theory*, Oxford: Oxford University Press.
Chapter One: Agency & Social Structure.
Chapter Six: Bases of Identities: Role, Social Identities & Person Identities.
3. Dervin, Fred & Risager, Karen (eds.) (2015). *Researching Identity and Interculturality*, London: Routledge.
Chapter Three: Baynham, Mike (2015) *Identity: Brought about or Brought Along? Narrative as a Privileged Site for Researching Intercultural Identities*.
Chapter Four: Stokoe, Elizabeth & Attenborough, Frederick (2015) *Ethnomethodological Methods for Identity and Culture: Conversation Analysis & Membership Categorization*.
Chapter Seven: Paulsen Galal, Lise (2015) *Interculturality in Ethnographic Practice: Noisy Silences*.
4. Moore, Andrea, M. & Barker, Gina, G. (2012) "Confused or Multicultural: Third Culture Individuals' Cultural Identity". *International Journal of Intercultural Relations*, Volume 36, Issue 4, Pages: 553-562, July 2012.
5. Zbenovich, Claudia & Lerner, Julia. (2013) "Vospitanie – eto rabota: Intercultural Encounters in Educational Communication Within Russian-Speaking Families in Israel". *Russian Journal of Communication*, Volume 5, Issue 2, Pages: 119-140, June 2013.
6. Zhu, Hua (2018). *Exploring Intercultural Communication: Language in Action*, London: Routledge.
Chapter Four: Family and Migration.
Chapter Eleven: Theories of Culture: A Fundamental Question.
Chapter Twelve: Language, Identity and Interculturality: A Paradigm-Shifting Question.

Additional, Recommend Reading

1. Jackson, Jane (ed.) (2012). *The Routledge Handbook of Language and Intercultural Communication*, London: Routledge.

2. Piller, Ingrid (2017) *Intercultural Communication: A Critical Introduction*, 2nd Edition, Edinburgh: Edinburgh University Press.
3. Ratnasingam, Malini (2009) "Is Similarity Less Threatening Than Difference? The Culture Distance Hypnosis Revisited". *Sarjana*, Volume 24, No.1, Pages: 13-26, June 2009.
4. Samovar, Larry, A. (2014) *Intercultural Communication: A Reader*, London: Routledge.
5. Sweet, William (ed.) (2015). *What is Intercultural Philosophy?*
Washington, D.C.: The Council for Research in Values and Philosophy.
In Particular: Ozolins, Janis, T. (2015) *What in the World is Intercultural Philosophy?*
Monceri, Flavia. (2015) *Taking Diversity Seriously: On the Notion of Intercultural Philosophy*.
6. Young Yun, Kim. (2001) *Becoming Intercultural: An Integrative Theory of Communication and Cross-Cultural Adaptation*, Thousand Oaks, California: Sage.

The Anthropological Lens Discourse, Practice & Experience

Required Reading

1. Davies, Charlotte, A. (2007). *Reflexive Ethnography: A Guide to Researching Selves and Others*, 2nd Edition, London, Routledge.
Chapter Four: Observing, Participating.
2. Wolcott, Harry, F. (2008). *Ethnography: A Way of Seeing*, 2nd Edition, London: Sage.
Chapter Three: Ethnography as A Way of Looking.
Chapter Four: Ethnography as A Way of Seeing.

Additional, Recommend Reading

1. Agar, Michael, H. (1996). *The Professional Stranger: An Informal Introduction to Ethnography*, 2nd Edition, New York: Academic Press.
In Particular: Chapter Five: Ethnography.
2. Clifford, James & Marcus, E. George (eds.). (2010). *Writing Culture: The Poetics and Politics of Ethnography*. Second Edition. Berkeley: University of California Press.
3. Geertz, Clifford (2017). *The Interpretation of Cultures*, Glasgow: Fontana Press.
In Particular: "Thick Description" and "Deep Play: Notes on the Balinese Cockfight".

4. Hertzfeld, Michael (2011) Senses. In: Robben, Antonius, C. G. M. & Sluka, Jeffrey, A. (eds.) (2011) Ethnographic Fieldwork: An Anthropological Reader, Oxford: Blackwell.

Doing Ethnography / Qualitative Research Process, Stages & Tools

Required Reading

1. Berg, Bruce, L. & Lune, Howard (2016). Qualitative Research Methods for the Social Sciences, 9th Edition, London: Pearson.
Chapter Two: Designing Qualitative Research.
Chapter Twelve: Writing Research Papers: Sorting the Noodles From the Soup
2. Davies, Charlotte, A. (2007). Reflexive Ethnography: A Guide to Researching Selves and Others, 2nd Edition, London, Routledge.
Chapter Two: Selecting Topics and Methods.

Further, Recommend Reading

1. Robben, Antonius, C. G. M. & Sluka, Jeffrey, A. (eds.) (2011) Ethnographic Fieldwork: An Anthropological Reader, Oxford: Blackwell.
2. Denzin, Norman, K. & Lincoln, Yvonna, S. (eds.) (2017). The Sage Handbook of Qualitative Research, Thousand Oaks, California: Sage Publication Inc.

Merging Material Culture Analysis With Narrative Analysis

Required Reading

1. Andrews, Molly, Squire, Corinne & Tamboukou, Maria (eds.) (2013) Doing Narrative Research, London: Sage.
Introduction: What Is Narrative Research?
2. Woodward, Ian (2007). Understanding Material Culture, London: Sage.
Chapter Seven: Material Culture and Identity.
Chapter Eight: Material Culture, Narratives and Social Performance.
3. Hecht, Anat (2019). Home Sweet Home: Tangible Memories of An Uprooted Childhood, In: Hecht, Anat (Forthcoming, 2019). Pasts, Places & People: Museum Consumption & Cultural Change. Clevedon: Channel View Publications (in association with Routledge).

Further, Recommend Reading

On Material Culture

1. Atkinson, Paul, Anthony, et al (eds.) (2007). Handbook of Ethnography, London: Sage.
In Particular: Chapter Eighteen: Ethnography and Material Culture.
2. Cooper-Marcus, Claire (2007). House as a Mirror of Self: Exploring the Deeper Meaning of Home. London: Hays.
3. Csikszentmihalyi, Mihaly & Rochberg Halton, Eugene (2008). The Meaning of Things: Domestic Symbols and the Self, Cambridge: Cambridge University Press.
4. Miller, Daniel (ed.) (2001). Home Possessions: Material Culture Behind Closed Doors. London: Berg.
5. Miller, Daniel (ed.) (2009). The Comfort of Things. Cambridge: Polity Press.
6. Tilley, Christopher, et el (eds.) (2009). Handbook of Material Culture, London: Sage.
7. Woodward, Ian (2007). Understanding Material Culture, London: Sage
In Particular: Chapter One: The Material as Culture.
Chapter Six: Objects and Distinction.

Further, Recommend Reading

On Narrative Culture

1. Andrews, Molly, Squire, Corinne & Tamboukou, Maria (eds.) (2014) What Is Narrative Research, London: Sage.
2. Davies, Charlotte, A. (2007). Reflexive Ethnography: A Guide to Researching Selves and Others, 2nd Edition, London: Routledge.
In Particular: Chapter Five: Interviewing.
3. Gubrium, Jaber, F. & Holstein, James, A. (eds.) (2012) Handbook of Interview Research: Context and Methods, Thousand Oaks, California: Sage Publication Inc.

The Art of Interviewing

Required Reading

1. Gubrium, Jaber, F. & Holstein, James, A. (eds.) (2012) Handbook of Interview Research: Context and Methods, Thousand Oaks, California: Sage Publication Inc.
Chapter Five: In Depth Interviewing.
Chapter Six: The Life Story Interview.
Chapter Forty-One: Their Story / My Story / Our Story.
2. Kvale, Steinar & Brinkmann, Svend (2014). InterViews: Learning the Craft of Qualitative Research Interviewing, 3rd Edition, Thousand Oaks, California: Sage Publication Inc.
Chapter Ten: Transcribing Interviews
Chapter Twelve: Interview Analysis: Focusing on Meaning.
Chapter Thirteen: Interview Analysis: Focusing on Language.

Further, Recommend Reading

1. Atkinson, Robert (1998). The Life Story Interview, London: Sage.
2. Denzin, Norman, K. & Lincoln, Yvonna, S. (eds.) (2012). Strategies of Qualitative Inquiry, 4th Edition, Thousand Oaks, California: Sage Publication Inc.
3. Denzin, Norman, K. & Lincoln, Yvonna, S. (eds.) (2012). Collecting and Interpreting Qualitative Materials, 4th Edition, Thousand Oaks, California: Sage Publication Inc.
4. Gubrium, Jaber, F. & Holstein, James, A. (eds.) (2012) Handbook of Interview Research: Context and Methods, Thousand Oaks, California: Sage Publication Inc.
5. Kvale, Steinar & Brinkmann, Svend (2014). InterViews: Learning the Craft of Qualitative Research Interviewing, 3rd Edition, Thousand Oaks, California: Sage Publication Inc.

* There may be minor changes to the core, required reading.

Please ensure you check the full syllabus, online –

Prior to the beginning of term.

Many thanks,

Anat